

Field Initiated Child Care Research Grant Projects
Child Care Bureau, Administration on Children, Youth and Families
Administration for Children and Families

Fiscal Year (FY) 2004 Field Initiated Child Care Research Grants will support researchers in investigating child care issues that are consistent with the Child Care Bureau's Research Agenda. They are funded under the authority of the Child Care and Development Block Grant Act of 1990, as amended, and are subject to annual appropriation by Congress.

The goals of this program area are as follows: to address issues of relevance to decision makers at the local, State, and national levels; to increase the capacity for child care research nationally and throughout the country; and, to encourage active communication, networking, and collaboration among child care researchers and policy makers. In order to facilitate networking with policy makers and other researchers, and to disseminate findings from these projects, grantees are required to participate in the Child Care Bureau's Annual Meeting of the Child Care Policy Research Consortium and invited to attend the Child Care Bureau's State Child Care Administrators' Meeting. In addition, grantees are required to archive their completed data with the Child Care and Early Education Research Connections (<http://www.childcareresearch.org>).

In FY 2004, the Child Care Bureau provided funds to ten Field Initiated Child Care Research Grant Projects. Some of the policy-relevant issues to be addressed by these new grantees are: the effects of child care subsidy policies and practices on low-income families and children; the relative effectiveness of child care quality investments; issues and outcomes related to the professional development and training of caregivers; the school readiness of young children in a range of care settings; and issues and approaches in coordination among child care and other services for children and families. The new grantees have project periods of up to three years subject to the availability of funds and successful performance.

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FY2004 Field Initiated Child Care Research Grantees

Grantee	Title of Project	Funding Amount	Research Priority
Education Development Center (EDC) Newton, MA	Child Care Quality: Does Partnering with Head Start Make a Difference?	\$391,543	Field-Initiated
MDRC New York, NY	Early Care Settings and School Readiness of Low-Income Children: Cross-Cutting Lessons from Two Complementary Studies	\$178,579	Field-Initiated
Oregon State University Corvallis, OR	Guidance for Validating Child Care Market Rate Surveys	\$224,583	Field-Initiated
The Urban Institute Washington, DC	Understanding Quality in Context: Child Care Providers, Markets, Communities, and Policy	\$274,114	Field-Initiated
University of Chicago Chicago, IL	Employment and TANF Outcomes for Low-Income Families Receiving Child Care Subsidies in Illinois, Maryland and Texas	\$381,359	Field-Initiated
University of Kentucky Research Foundation Lexington, KY	Investigating the Impact of a State-Wide Unified Professional Development System on Quality Environments and Child Outcomes	\$399,963	Field-Initiated
University of Missouri-Columbia Columbia, MO	The Impact of Cash Incentives on Early Childhood Workforce Development and Program Quality	\$50,915	Field-Initiated
University of Nebraska Board of Regents Lincoln, NE	Midwest Child Care Research Consortium	\$400,000	Field-Initiated
University of Southern Maine Portland, ME	Children at Risk in the Child Welfare System: Collaborations to Promote School Readiness	\$282,189	Field-Initiated
Wellesley College Wellesley, MA	Massachusetts Early Care and Education and School Readiness Study	\$252,381	Field-Initiated